

Tutoring Goals for Instruction—Sample (#2 of Part I)

C&I 209

Based on data and analysis of a variety of literacy assessments, I have set the following goals for Jane's literacy development:

Reading Goals

Goal: Predict unfamiliar words using semantics (meaning in context), background content knowledge, and knowledge text or text series.

Strategies:

- Controlled cloze (Tompkins, 2006)
- Pause and predict (Johns & Lenski, 2004)
- Teach strategy: read to the end of the sentence and come back

Goal: Correct miscues that lose meaning using syntax, semantics, schema, graphophonics, pictures

Learning activities:

- Ask questions. Does that make sense? Does that sound right? (Packet materials)
- Retrospective Miscue Analysis (Martens, 2009 Packet)
- Use context clues (illustrations and the whole sentence or page) to make sense

Goal: Increase fluency in order to aide comprehension

Learning activities:

- Echo reading and choral reading (Cunningham & Allington, 2006)
- Pair reading for fluency (Cunningham & Allington, 2006)
- Re-read culturally and experientially relevant and high interest literature (ReadWriteThink.org)

Writing Goals

Goal: Express ideas and write meaningful sentences/paragraphs/stories that hold structure using grammar and punctuation (syntax)

Learning activities:

- Write 'All About Me' book and edit with Jane using writing rubric
- Ask: What would sound right? What kind of word goes here—noun, verb, adjective?
- Language Experience Approach (Cunningham & Allington, 2006; Johns & Lenski, 2004)

Goal: Improve adherence to the conventions of written language using graphophonics (letter/sound, phonics) to spell words correctly

Learning activities:

- Teach and make aware of cognate patterns between Spanish and English (Johns & Lenski, 2004)
- After writing, record unknown spellings and misspellings in a Spelling Log or using Give it a Try strategy (Johnston, 1997)
- Create a spelling pattern chart based on words from a story we've read (Cunningham & Allington, 2006)

Goal: Improve organization of writing stories and other written responses

Learning Activities:

- Use graphic organizer during pre-writing (Johns & Lenski, 2004)
- Teach a mini-lesson on beginning, middle, and end

- Introduce the use of transitional/sequential phrases (first, next, in addition, finally) through the use of an appropriate piece of children's literature

Supportive Language Arts Goals — Speaking, listening, viewing, and visually representing into Reading, Writing, Literacy Learning.

Goal: Speaking—Express personal responses and interpretations of books and stories

- “Say Something” (208 packet)

Goal: Speaking—Make oral inquiries to get needed information

- “Conducting Interviews” (Johnston, 1997)

Goal: Listening—Listen for a purpose and respond to show comprehension

- Listen to a children's book read aloud and respond: Sketch to Stretch

Goal: Viewing: View information sources for literacy learning

- View Websites (author exploration)
- Read a textless book, and discuss illustrations

Goal: Visually Representing – visually represent ideas and organizational features of texts.

- Graffiti Board (208 packet)
- Story Graphs (Johns & Lenski, 2004)
- Webbing (Johns & Lenski, 2004)

Affective Goal

Goal: Encourage self-selection of texts

- Five finger test (208 packet)
- Encourage exploration through trial and error (Johnston, 1997)